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CHARLOTTE TEACCH CLASSROOM TRAINING

STUDENT SKILL FORM: PRE-INFORMATION FOR TRAINING

Filename: STUSKILL

Revision Date: March 2013

NAME: Jason Madder DOB: _____ AGE: 4 years, 1 month

EDUCATIONAL PLACEMENT: Preschool program for special needs children; he goes four afternoons
a week and he is the only child with autism in the program. His
classroom is organized into several centers and the children are able
to choose which centers they want to spend time in. Jason spends
most of his time in the block center where there are toy vehicles.

- INTERESTS AND HOBBIES
1. Toy cars, boats, planes – likes to hold them and make them “go”
 2. Blocks
 3. Manipulatives like simple cause-and-effect toys
 4. Imitative parallel play with peers

DESCRIBE IN DETAIL CHILD’S ABILITIES IN THE SKILL AREAS LISTED IN THE BOXES BELOW;
PLEASE BE SPECIFIC IN TERMS OF WHAT CHILD CAN AND CANNOT DO:

SKILL AREA: COLORS/SHAPES

DESCRIPTION OF SKILLS: Jason is just beginning to understand colors – he can pick out all the red legos, for example, but confuses the other colors. Shapes have no meaning for him so far – he can complete a large shape inset puzzle, but this is through trial and error rather than recognition – that is he manipulates the puzzle pieces until he finds the right hole rather than recognizing by looking that a particular shape goes in a particular hole.

SKILL AREA: PUZZLES/BLOCKS

DESCRIPTION OF SKILLS: Jason is able to tolerate completing simple inset puzzles of up to 5 pieces, largely by trial and error as noted above. He likes blocks and can build a tall, straight tower. He is also able to line blocks up in long intricate lines around the floor.

SKILL AREA: ASSEMBLY/DISASSEMBLY

DESCRIPTION OF SKILLS: Jason is not yet able to assemble anything beyond his block tower. He is better at disassembly, possibly because it is an interest for him. He delights in taking things apart and laying out all the pieces around him. He can only manage simple disassembly, however, and gets frustrated easily when the pieces do not come apart easily. He can sort objects that are significantly different in shape and/or texture (e.g., shoes from socks).

SKILL AREA: PICTURES (E.G., LINE DRAWINGS, PHOTOGRAPHS, ETC.) Please describe child's understanding of pictures, ability to use pictures spontaneously in communication, preference for line drawings over photographs, etc.

DESCRIPTION OF SKILLS: Jason's understanding of pictures of any kind is limited. He does enjoy watching himself in a mirror, however, and recently seemed to be making a connection between his reflection in the mirror and a Polaroid photograph of himself. He would look at the photograph and then look at the mirror image. He will look at books momentarily, but his interest wanes quickly. He generally does not use pictures in a communicative way.

SKILL AREA: ACADEMIC/CONCEPTUAL (Please describe skills in reading, math, writing, or any other academic area of importance.)

DESCRIPTION OF SKILLS: Jason's understanding of the world is fairly concrete, so academics are at a very early level for him. Since he is not yet matching or sorting many things with consistency, he has shown no interest in letters or numbers. He does have a red A from a wooden alphabet puzzle which he likes, but it is probably because of the color rather than the letter. He can put one object in a container (1:1 correspondence), but this has not graduated into any interest in numbers or quantities. He has shown an interest in pouring and water play and likes putting things on the toy scale to make the pointer move; so far, neither of these activities has moved beyond the functional stage.

SKILL AREA: HOUSEHOLD AND/OR DOMESTIC

DESCRIPTION OF SKILLS: This is a relatively strong area for Jason – he is able to throw his trash away after an arts and crafts activity or after lunch and put materials back where they go when he is finished with them. He particularly likes to use the Dustbuster to clean an area – he seems to like the sound and giggles sometimes when the trash disappears into the nozzle. He tends to be a clean youngster and really does not like his hands or his clothes to get dirty. He likes putting out the placemats and napkins for snack and lunch. He has shown an interest in the broom and vacuum, but is not yet able to manage either of them motorically. He also likes to clean the mirror, the attraction being his own image and watching the soapy water trickle down the surface after he has sprayed it. His cleaning movements are still a little disorganized, but he eventually covers the entire surface of the mirror if given enough time.

SKILL AREA: TOILETING AND HYGIENE

DESCRIPTION OF SKILLS: As noted, Jason is fairly clean-conscious, so he has no problems washing his hands and face. He is bladder and bowel trained, though this was only recently accomplished. He has had no accidents this year in his preschool program. He conscientiously brings the soap pump to the teacher for soap on his hands each time he uses the toilet. Brushing teeth has proven to be a harder problem for Jason because he seems to dislike having the brush in his mouth and his mother thinks the taste of the toothpaste may also be an issue. At this point, he will allow a tiny spot of toothpaste on the brush and hand-over-hand manipulation of the brush in his mouth – we have used a very soft bristle brush and the blandest toothpaste available. Jason will allow us to help him brush his teeth, but he must have his hand on the brush – he will not allow adults to brush his teeth without his help.

SKILL AREA: EATING

DESCRIPTION OF SKILLS: This is another strong area for Jason. He is not a picky eater and will let the teacher know what he wants and what he does not. He will gesture toward things he wants when asked and will push your hand away if you try to give him something he doesn't want. He eats chicken, processed meat, most vegetables, bread, and juice. He will not drink milk or soda. He can eat finger foods easily and is able to use a fork and spoon, though clumsily. He cannot cut his food with a knife, though he often watches others do it and tries to imitate them. That skill is definitely on the way.

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SKILL AREA: OTHER SELF-HELP (E.G., BATHING, DRESSING)

DESCRIPTION OF SKILLS: Jason is able to dress himself for the most part, though he still gets disorganized sometimes about which arm goes in which sleeve, which foot in which shoe, and which leg in which pantleg. Motor organization appears to be a problem. He washes his face easily here (with organizational help) and mother still bathes him at home, though he is beginning to help. Brushing teeth has been described above. One of the most amazing things about Jason is that he has never had a problem getting a haircut – he actually likes the buzz of the clippers. He is also a child who will allow you to cut his nails without the least resistance.

SKILL AREA: RECREATION/LEISURE

DESCRIPTION OF SKILLS: Jason's play skills are limited, but he has learned to use some toys appropriately, though rotely. As noted above, he can build a block tower and make toy vehicles "go." He can also feed a babydoll with a spoon. He is beginning to be interested in throwing and rolling a ball. On his own, he delights in making things happen (cause-and-effect) – his block towers always fall, for example, which brings great glee. He is also showing great interest in watching others play and at times, he can be seen imitating their movements or trying to make his toys do what theirs do. For the most part, Jason only watches and doesn't attempt to interact. Recently, however, he accidentally bumped a peer while wearing goggles and walking to the woodworking table. When the goggles slid down his face, the peer laughed. Jason looked at him curiously, put the goggles back on, and bumped into him again. This time, Jason laughed with the peer. This was short-lived, however – after one more repetition, the goggles were put away and Jason went on to other things. But there was momentary interest.

SKILL AREA: COMMUNICATION

How do you communicate with child? Mostly through gestures and showing objects to back up very simple verbal language (usually single words).

How does child communicate with you when not prompted? Jason uses a combination of objects, vague and specific gestures, eye gaze, and proximity communication. He will imitate words, but rarely uses them without a prompt. At the end of the day, he will wave good-bye on his own. If the teacher says "good-bye," he will imitate it, but does not think to say it if she does not. He will hand his plate to the teacher to indicate he wants more at lunch and get his coat when it's time to go home. Recently, when his teacher got his toy train down for him, he looked at her and said, "Choo-choo," then walked away with his train, repeating "choo-choo" to himself several times. Another incident also occurred recently with a peer: Jason watched a classmate build a block tower in the block center with interest, then put his face inches away from his classmate's face and said loudly, "Dat!" He then walked away with a big smile on his face.

What will child communicate for? He communicates for needs, indicates what he wants to eat, indicates when he needs a particular toy, and will ask for help by bringing the object to the teacher or by taking the teacher by her hand and leading her to the setting where he needs help. He will not ask to go to the toilet (he goes himself at the specific times when toileting occurs in the classroom) and he will not ask to join in play with others though it looks at times as if he really wants to.

What augmentative devices are used (if any)? None beyond the objects mentioned.

DESCRIPTION OF COMMUNICATION SKILLS: Jason has lots of communicative intent, but he is inconsistent in his use of a system. He seems to use whatever is available. PECS has been tried and he has learned to give pictures to get snacks, for example, but he is not generalizing this skill to other settings. There are also no clear indicators that Jason understands the pictures in the system. He understands some words, but they are not usually meaningful out of context or without gestures, objects, or a routine to back them up.

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SKILL AREA: VOCATIONAL

DESCRIPTION OF SKILLS: Jason has no vocational curriculum per se, but he is showing an interest in manipulatives and cause-and-effect toys. He will “package” things by putting items into containers. He has no trouble working in a group around a table, but tends to become more involved in watching the other children than in doing his work. He is an extremely compliant, cooperative little boy who wants to do what is expected of him. He is not noisy or intrusive.

SKILL AREA: INDEPENDENCE (HOW MUCH DOES HE/SHE DO ON HIS/HER OWN?)

How long will he/she work without cues? Jason’s school setting is largely a play situation, so “work” is not a great part of what he does. He will work on various projects – building blocks, play with cars or trains, art projects like finger painting, for example, for up to 20 minutes on his own. If it is a project he is not interested in, however, he is moving away within 30 seconds. In this setting, he is not required to stay at a center or activity if he doesn’t want to.

What tasks hold his/her attention? Blocks, watching others play, finger painting, and toy vehicles. Mother reports that he is really into videos at home and will spend hours watching them if she allows it. As noted above, he likes setting the table and cleaning up, which can be seen as vocationally-oriented.

DESCRIPTION OF SKILLS: See previous responses – this is not an emphasis here. His keen interest in how things work and in taking things apart may be seen as having vocational implications.

SKILL AREA: LEARNING STYLE

Describe attention span: It varies depending on the activity and motivation. His attention span is really good for his age if the activity is something he likes; it is incredibly short for difficult or uninteresting activities.

Describe organizational skills: Jason is not a very organized person – teachers typically have to set up materials for him when there is an objective to achieve, e.g. in art. He has several skills which have been mentioned which he now does pretty much the same way every time – he can organize those without help. New tasks require a few times through before he begins to understand the point and the steps involved. He does best with simple two-step tasks.

Describe task endurance: Jason will not stay long with tasks that are uninteresting or hard. He does not resist, but his attention is clearly not with what you are trying to get him to do.

Describe level of self control while working: Jason is a quiet, compliant child who is never any trouble. He seems to want to please and will try whatever you ask him to.

Describe reaction to teacher demand/intrusion: Again, not a problem. He prefers to do some things on his own, of course, but will not react if you insist that you need to do it for him. The one exception to this is brushing his teeth which was described above. He will not tolerate any deviation from the routine which has developed around it – that is, he will not let you brush his teeth without his hand on the brush. Trying to force this issue can result in tears and a very mild tantrum.

Describe motivation to complete work: High – he wants to do what he’s asked and is not satisfied until the job is done and the materials put away. He can be interrupted, however, and does not get upset if things must be stopped before he is done or before the materials are put away. It bothers him, you can clearly see, but not to the point of causing problems.

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SKILL AREA: BEHAVIORAL

Describe all difficult behaviors: Jason really does not have any difficult behaviors. You can see he gets frustrated at times and sometimes is bothered when other children take his things. His reaction is usually just to walk away when things are hard and find something else to do. He is a dream child from a teacher's perspective. The most upset he gets is when you try to brush his teeth without him holding onto the brush.

How frequently do these behaviors occur? Only when you break the brushing teeth routine of his hand on the brush. It's easy to avoid that one!

What triggers difficult behaviors? See above.

How are behaviors typically managed? By following the routine.

How does s/he react to overstimulation (e.g., too many people, too much noise)? Jason tends to just withdraw when things get too noisy or busy for him. He will watch for awhile, then retire to his own little corner where he will play alone with whatever he's chosen.

Is s/he easily calmed once upset? N/A

Other comments re behavior: Wish I had six like Jason.

PERTINENT MEDICAL INFORMATION

Medications: N/A

Allergies: Jason was tried on a gluten-free diet, but parents stopped it when they noticed no change.

Unusual Sensory Responses: Sound processing may be a problem, as Jason does not consistently respond to adults' voices; eye contact is fleeting, but there are no unusual visual things beyond that and distractibility. He is a cuddly child and will occasionally smell his food before he eats it. He has been a toe-walker, but that is disappearing. He is not a picky eater. Pain threshold seems high.

Other Medical conditions: Jason had lots of ear infections as an infant; beyond that, he is healthy.

Other Pertinent Information: Jason has very involved, supportive parents – they seem to be very realistic about his autism, but hopeful as well.

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